

Class Newsletter 23
April 5, 2010 – April 9, 2010



*The only way to do all the things
you'd like to do is to read."*
Tom Clancy
U.S. author

Reading

We know what responsibility means. It means to do what you're supposed to do. How can we be responsible family members? This week children will read and write about responsibility. Children will read from their decodable reader, **Pen Pals** and use context with letter-sounds and word parts to confirm the identification of unknown words. In the selection, **Bad Dog, Dodger!**, children will read about a pet that needs to learn how to follow rules. Children will then read, **Hubert and Frankie**. This fiction book tells the story of the Kent family's new puppy, Frankie. Frankie has trouble listening and behaving, so Hubert, the older family dog, helps him learn.

Phonics Skills: Silent Consonants

When a word begins with **kn** the **k** is silent: **knock** **knee** **knuckle** **knob**

When a word begins with **wr** the **w** is silent: **wrong** **write** **wrap** **wren** **wrestle**

When a word begins or ends with **gn** the **g** is silent: **sign** **gnat**

With **mb** the **b** is silent: **climb** **lamb** **comb** **plumber**

Target Skill: Plot and Theme

A story's **plot** is what happens at; the beginning, middle, and end of the story. A story's **theme** is the "big idea" that the author is trying to get across. Every story has a "big idea" or a theme. Before reading, good readers predict what the story is all about, or what we might learn from the story. We should think about what the "big idea" might be as we read. Keeping track of the main events of the story will help to determine the theme.

Active readers use what they know to understand a story and its plot. Look at the title and pictures of a story. Ask, "What do I think this will be about? Do I know anything about this?"

Penmanship

Children have completed all lower case cursive letters and will begin to learn upper case cursive letters. Encourage your child to write their spelling words in cursive. Our goal is to write legibly with ease and fluency and be able to record, and communicate ideas rapidly and understandably.

Children will be introduced to the cursive upper case letters, **O**, **N**, **M**, and **K**

Math – Chapter 9
Two-Digit Subtraction



We continue to explore two-digit subtraction. This week, children will find the difference of 2 two-digit numbers. They will subtract amounts of money to find the differences. They will also use addition to check differences for subtraction problems.

Example of how to use addition to check subtraction:

44	28
<u>-16</u>	<u>+16</u>
28	44
Subtraction	Check

Ask your child how the subtraction and addition problems are the same. They should observe that both problems have the same numbers in them (fact families).

Spelling – Lesson 23

Silent Consonants

- | | |
|---------------------------|------------------------|
| 1. <u>kn</u>ock | 10. <u>lamb</u> |
| 2. <u>sign</u> | 11. <u>comb</u> |
| 3. <u>knee</u> | 12. <u>knob</u> |
| 4. <u>wrong</u> | 13. course |
| 5. <u>write</u> | 14. hear |
| 6. <u>climb</u> | 15. things |
| 7. <u>wrap</u> | 16. which |
| 8. <u>wren</u> | 17. years |
| 9. <u>gnat</u> | |
| 18. <u>knuckle</u> | |
| 19. plumber | |
| 20. <u>wrestle</u> | |

Junior Achievement

This week children will define production as making something. They will compare unit and assembly-line production methods and explain that different strategies are used to produce different types of products. Children will learn that unit production is when one worker makes a complete product. Assembly-line production is when several workers make a product, each doing a special part. Children will use these two

methods of production to determine which method is most successful in producing a product.

Our Junior Achievement representative will visit our classroom this Monday to conduct the lesson.

Physical Education

Monday, April 5

Friday, April 9

Have a great week!

Mrs. Carney